DOCUMENT RESUME

ED 055 048 SP 005 282

TITLE Goals for Education in Florida.
INSTITUTION Florida State Dept. of Education, Tallahassee.
PUB DATE [71]
NOTE 11p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Educational Needs; *Educational Objectives; *Organization; *Public Education; *Student Development

ABSTRACT

After an introductory section describing the rationale behind the adoption of comprehensive educational objectives for public education, the objectives are set out in two parts. Part One, dealing with goals for student development, includes 1) communication and learning skills, 2) citizenship education, 3) occupational interests, 4) mental and physical health, 5) home and family relationships, 6) aesthetic and cultural appreciation, and 7) human relations. Part Two is concerned with the following organizational goals: development of strategies to maximize the probability that all students will achieve appropriate educational objectives, implementation of instructional and administrative strategies to demonstrate maximum efficiency and effectiveness in the achievement of appropriate objectives, and evaluation in terms of the achievement of the students and the efficiency of the processes. (MBM)

ED055048

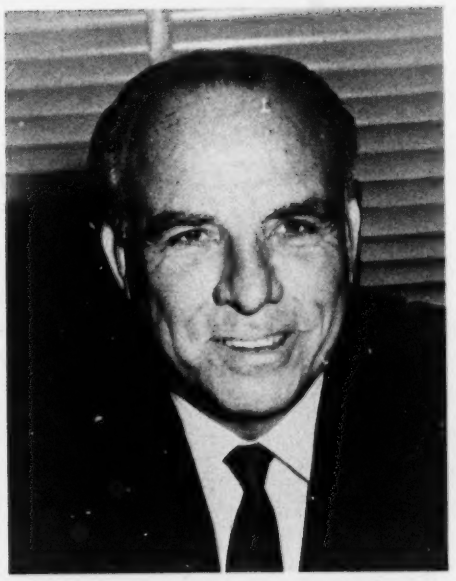
GOALS FOR EDUCATION IN FLORIDA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DEPARTMENT OF EDUCATION
TALLAHASSEE • FLORIDA
FLOYD T. CHRISTIAN, COMMISSIONER

SP005282

FOREWORD



To the people of the State of Florida:

The continuous improvement of Florida's system of public education is a matter of prime concern to all of us.

To give impetus to such improvement, we have been engaged recently in describing the general structure of Florida's educational system, and in seeking alternate ways to achieve educational objectives for Florida's citizens.

One result of our work has been the statement of general goals for the education system. I have presented this statement to the State Board of Education, and it has been adopted as the official statement of goals for Florida education. You will note that these goals are described in two sections:

1. goals for student development;

2. goals for the educational system itself.

From these goals, further statements of specific desired outcomes will be developed, as provided by law.

I am pleased to present this document as the rationale for, and description of, the goals to which Florida's education system is committed.

Floyd T. Christian

INTRODUCTION

The adoption of comprehensive educational objectives for public education is a duty of the State Board of Education, as provided in Section 229.053(2)(a), Florida Statutes.

Since the general structure of the educational system should be determined prior to stating performance outcomes, it is wise to adopt a set of overall goals for public education as a first step to adopting more specific objectives. Such general goals prevent the system from having an "all things to all men" appearance, and permit the resources of the system to be directed toward appropriate ends.

As used in this document, the word "goal" has a relatively restricted definition. The use of the word is limited to broad statements which specify no criteria for achievement, imply no constraints on allocation of resources, and specify no time limits for attainment. Indeed, the goals of an educational system may not be attainable in practical terms, but should be visionary. The goals of education are statements of ultimate (ideal) desired outcomes of an educational system, and serve to define the arena in which the educational enterprise of the state will operate.

RATIONALE

Goal statements are necessary, though they may appear to have little usefulness when defined in such a restricted way. However, these broad, abstract statements provide the direction in which the system moves as it operates on a day-to-day, year-to-year basis. They are necessary to the proper development of objectives (statements of achievable, measurable desired outcomes), providing a basis for the consistency and relevancy of long and short-range objectives. Further, they are necessary to the utilization of a planning/programming model for system operation.

In a paper presented at the International Conference on Education held in Buenos Aires, Argentina, in August, 1970, Professor R. M. Gagné discussed these four considerations for establishing educational goals:

1. The goals for an educational system should be comprehensive, in the sense that they must encompass the needs of the total population, including all economic and ethnic groups, and all ages.

2. Each goal should be identified in terms of a function it will perform in the life of the individual; at the same time, the tendency to identify goals because they are traditional must be scrupulously avoided.

3. Goals must be based upon projections of the conditions of life in the future, and not be circumscribed by currently existing conditions.

4. The total set of goals must exhibit a balance in terms of the totality of the individual's adult activities, including occupational, social, and leisure time pursuits.

Taking these considerations into account, the goals of education can be conceived in terms of the life activities of human adults in modern society. These activities may generally be placed in three categories: occupational, citizenship, and self-fulfillment. By constructing such a framework, it becomes possible to state the kinds of performance which should equip adults to function effectively in society—the objectives of education.

Some other points may be considered with respect to goals:

First, the state's goals for education should reflect the philosophy of education entertained by the state system. This philosophy is far from being a collection of meaningless words and phrases which originates in an academic atmosphere and stops there. Rather, it consists of a concise set of statements about the accepted nature of the learner, the society, and the way in which the learner and the society interact.

Second, while goals are probably the least changing statements about the outcomes of education, they are not unchangeable. They change as society changes, and the mechanism for change must be built into the overall planning and evaluation system for the educational enterprise.

Third, goals do not describe curriculum areas or offerings. Neither do objectives. The curriculum is a strategy or set of strategies intended to produce the outcomes described in the long and short-range objectives established for pupils.

Finally, both goals and objectives can be established without respect to current status. Since both goals and objectives specify desired or desirable outcomes, it is not necessary to know what outcomes are currently being obtained. While it is necessary to know current status in order to specify educational needs and to assign priorities for satisfaction of these needs, the statements of desired outcomes are logically a prerequisite to establishing needs.

The question of priority does not apply to goal statements. Since these statements represent the conceptual framework upon which the system is built, they represent areas which the adopting authority (the people through the State Board of Education) holds to be pertinent for the system. However, priorities are assignable to performance as specified in educational objectives, which logically follow from the goals.

The characteristics of educational goals may be summarized as follows:

1. Goals are statements of ultimate desired outcomes; they specify conditions desired for the population in general.

2. Goals are timeless, in the sense that no time is specified by which the goal must be reached.

3. Goals do not specify criteria for achievement, but provide a direction for system improvement.

4. Goals are not permanent. Feedback from the entire evaluation/decision-making process is used to assess progress in the direction specified by the goals, and goals may be modified wherever necessary or desirable.

5. Goals are of equal importance.

6. Goals are stated broadly enough to be accepted at any level of the educational enterprise: state, district, or local school. They thus represent the conceptual framework upon which the education enterprise depends.

The goals presented on the following pages were adopted by the Florida State Board of Education on April 6, 1971. They are intended to guide the formulation of learner objectives in the public schools of the state, as well as the overall management of the educational system. While the wording of the statements is substantially similar to goal statements adopted by other States, the concepts embodied in the statements are those to which Florida's educational system is committed.

PREAMBLE

The Constitution of Florida provides for a uniform system of free public schools and for the establishment, maintenance and operation of institutions of higher learning and other education programs that the needs of the people may require. The Florida School Code provides for the establishment of such minimum standards and regulations as shall tend to assure efficient operation of all schools and adequate educational opportunities for all children. To these ends, the following statements are declared to be the goals for public school education in the State of Florida.

PART ONE
GOALS FOR STUDENT DEVELOPMENT

GOAL AREA I. Communication and Learning Skills. All students shall acquire, to the extent of their individual physical, mental, and emotional capacities, a mastery of the basic skills required in obtaining and expressing ideas through the effective use of words, numbers, and other symbols.

a. All students shall achieve a working knowledge of reading, writing, speaking and arithmetic during the elementary school years, accompanied by gradual progress into the broader fields of mathematics, natural science, language arts and the humanities.

b. All students shall develop and use skills in the logical processes of search, analysis, evaluation and problem-solving, in critical thinking, and in the use of symbolism.

c. All students shall develop competence and motivation for continuing self-evaluation, self-instruction and adaptation to a changing environment.

GOAL AREA II. Citizenship Education. All students shall acquire and continually improve the habits and attitudes necessary for responsible citizenship.

a. All students shall acquire knowledge of various political systems with emphasis on democratic institutions, the American heritage, the contributions of our foreign antecedents, and the responsibilities and privileges of citizenship.

b. All students shall develop the skills required for participation in the processes of public and private political organizations and for influencing decisions made by such organizations, including competence in judging the merits of competing political ideologies and of candidates for public office.

GOAL AREA III. Occupational Interests. All students shall acquire a knowledge and understanding of the opportunities open to them for preparing for a productive life, and shall develop those skills and abilities which will enable them to take full advantage of those opportunities—including a positive attitude toward work and respect for the dignity of all honorable occupations.

a. All students shall acquire knowledge of and develop an understanding of the fundamental economic structure and processes of the American system, together with an understanding of the opportunities and requirements for individual participation and success in the system.

b. All students shall develop those occupational competencies consistent with their interests, aptitudes and ability which are prerequisite to entry and advance in the economic system, and/or academic preparation for acquisition of

7

technical or professional skills through post-high school training.

c. All students shall develop competence in the application of economic knowledge to practical economic functions (such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment).

GOAL AREA IV. Mental and Physical Health. All students shall acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

a. All students shall develop an understanding of the requirements of personal hygiene, adequate nutrition and physical exercise essential to the maintenance of physical health, and a knowledge of the dangers to mental and physical health from addiction and other aversive practices.

b. All students shall develop skills in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.

c. All students shall develop competence in recognizing and preventing environmental health problems.

d. All students shall acquire a knowledge of basic psychological and sociological factors affecting human behavior and mental health, and shall develop competence for adjusting to changes in personal status and social patterns.

GOAL AREA V. Home and Family Relationships. All students shall develop an appreciation of the family as a social institution.

a. All students shall develop an understanding of their roles and the roles of others as members of a family, together with a knowledge of the requirements for successful participation in family living.

b. All students shall understand the role of the family as a basic unit in the society.

GOAL AREA VI. Aesthetic and Cultural Appreciations. All students shall develop understanding and appreciation of human achievement in the natural sciences, the social sciences, the humanities and the arts.

a. All students shall acquire a knowledge of major arts, music, literary and drama forms, and their place in the cultural heritage.

b. All students shall be active in one or more fields of creative endeavor, and develop skills in the creative use of leisure time.

c. All students shall acquire competence in the critical evaluation of cultural offerings and opportunities.

GOAL AREA VII. Human Relations. All students shall develop a concern for moral, ethical and spiritual values and for the application of such values to life situations.

a. All students shall acquire the greatest possible understanding of and appreciation of themselves as well as of persons belonging to social, cultural and ethnic groups different from their own, and of the worthiness of all persons as members of society.

b. All students shall develop skill in interpersonal and group relationships, and shall recognize the importance of and need for ethical and moral standards of behavior.

PART TWO
ORGANIZATIONAL GOALS

GOAL AREA VIII. Development of Strategies. The Department of Education shall insure that instructional strategies developed for use in the state system of public education are designed to maximize the probability that all students will achieve appropriate educational objectives.

a. Teaching/learning strategies shall be designed to meet the personal needs of all students.

9

b. Teaching/learning strategies shall be directed toward achievement of the goals and objectives for student development established for the state system.

c. Teaching/learning strategies shall be developed in cooperation with and through the involvement of parents, students and lay citizens.

d. Self-renewal of the public education system shall be insured through the creation of new knowledge about teaching and learning, and the application of such knowledge to the development of tested alternatives to existing practice.

e. Development of a variety of feasible alternative strategies for reaching educational objectives shall be insured through the application of systematic planning techniques, including analysis of probable consequences.

GOAL AREA IX. Implementation of Strategies. Instructional and administrative strategies shall demonstrate maximum efficiency and effectiveness in the achievement of appropriate objectives.

a. Proven strategies shall be implemented on a continuing basis throughout the state system.

b. Maximum school/community participation shall be achieved in the implementation of strategies.

c. Professional educators at all levels in the state system of public education shall participate in the decision-making process with respect to implementation of strategies.

GOAL AREA X. Evaluation. The performance of the state system of public education shall be evaluated in terms of the achievement of its students and the efficiency of its processes.

a. Evidence of student learning shall be fully utilized in evaluating the effectiveness of school programs.

b. Teaching/learning strategies shall be regularly evaluated on the basis of (1) their effectiveness in bringing about the achievement of stated objectives, and (2) their efficiency in terms of resources expended.

c. The principles of educational accountability shall be applied to all appropriate aspects of the state system of public education.